DOCUMENT RESUME

ED 098 939 IR 001 315

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| AUTHOR | Wohlfeil, Lois |
| TITLE | Evaluation of Cable TV as a Delivery System for Vocational and Adult Education. Final Report. |
| INSTITUTION | Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education. |
| SPONS AGENCY | Office of Education (DHEW), Washington, D.C. |
| PUB DATE | Jun 73 |
| NOTE | 53p.; Sub-Project of the Graduate Student Project, Phase II |
| EDRS PRICE | MF-$0.75 HC-$3.15 PLUS POSTAGE |
| DESCRIPTORS | *Adult Education; *Cable Television; Evaluation; *Programing (Broadcast); Questionnaires; *Television Surveys; *Vocational Education |
| IDENTIFIERS | *Menomonie Vocational and Adult School |

ABSTRACT

The cable television series, "Learning Never Ends", produced by the Menomonie Vocational and Adult School homemaking program in Wisconsin was evaluated in this report. The series was broadcast to the 1600 subscribers in the cable system, from which a sample of 400 was randomly selected to receive an opinion questionnaire. The response rate of the questionnaire was 35.5 percent. The results from the questionnaire indicated that a second viewing time was needed (preferable 7 p.m.), that the series should concentrate more on women's topics of interest, and that television programing should be an extension of vocational school classes. In addition, the questionnaire revealed that some responders still were not aware that "Learning Never Ends" was being televised. (WH)

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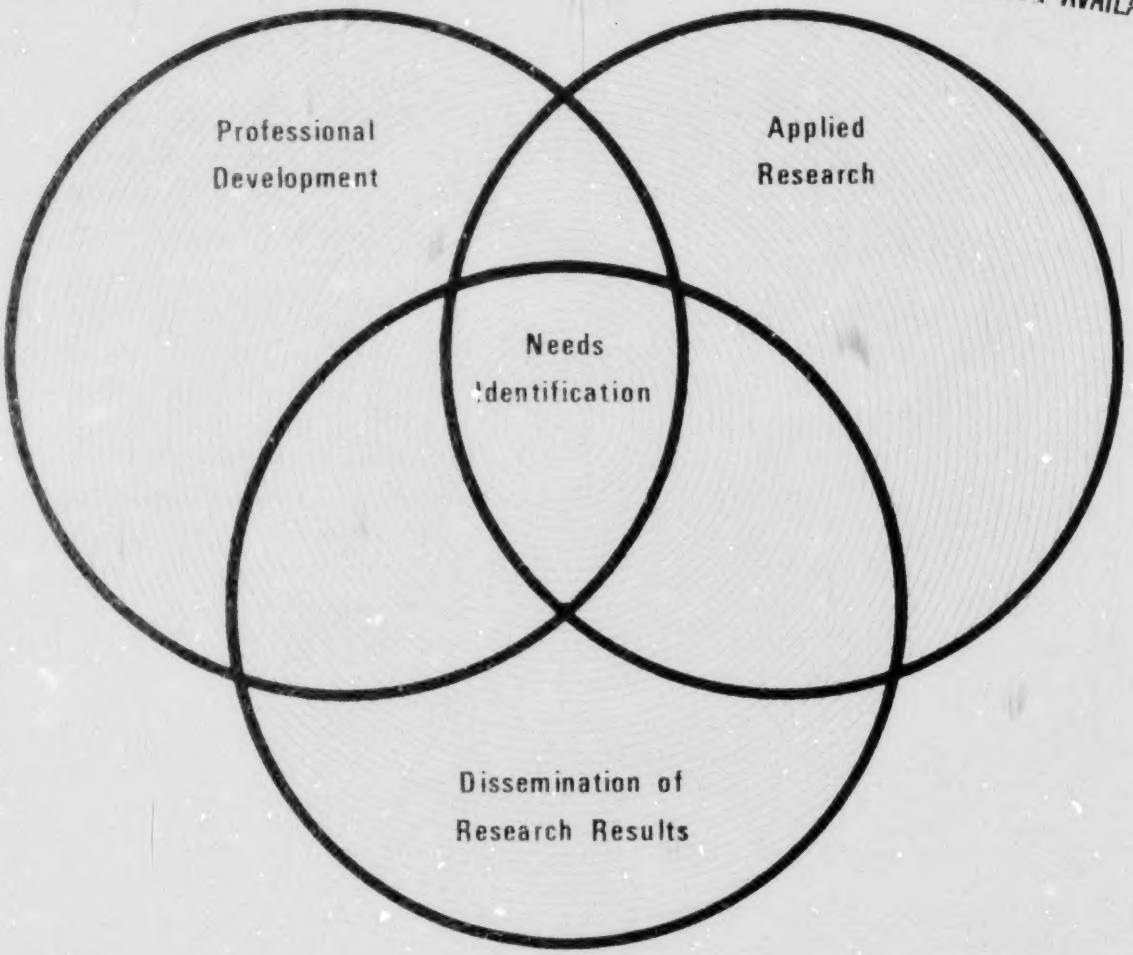


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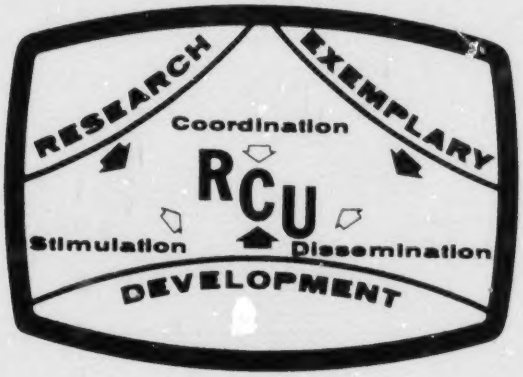
FINAL REPORT

Sub-project of the Graduate Student Project: Phase II
Project No. 19-004-151-223-A




Conducted by

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CENTER FOR VOCATIONAL, TECHNICAL AND ADULT EDUCATION
UNIVERSITY OF WISCONSIN-STOUT
Menomonie, Wisconsin

June, 1973

# EVALUATION OF CABLE TV AS A DELIVERY SYSTEM FOR VOCATIONAL AND ADULT EDUCATION

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# CHAPTER I

## PROBLEM STUDIED

### Summary

This study was concerned with the production of thirteen half hour cable television programs called "Learning Never Ends" over WVOX-TV, promoting the image and content of the Menomonie Vocational and Adult School Homemaking program and the evaluation of the viewer's opinions of the thirteen cable television programs. A survey was used to determine the reactions and interests of a sample of 400 of the 1600 cable television subscribers in order to justify a budget for the fall of 1973 and further determine the implications of cable television for vocational education.

The objectives set for this study were as follows:

1. Identify the types of people who view the program.
2. Determine the most popular programs.
3. Ascertain the major likes and dislikes related to the program.
4. Identify preferred viewing times.
5. Identify vocational, technical and adult education programs in which the viewers are interested.
6. Determine whether the television series "Learning Never Ends" has had enough interested viewers to justify a budget increase to VTAE District One for continuing the programs for the Menomonie Vocational and Adult School.
7. Suggest possible usage of cable television for the development and use of vocational and adult education programs for statewide consideration.

Four hundred cable subscribers were selected at random from a possible 1600 to receive the survey instrument. This sample size provided date with ±5 percent accuracy for the population parameters. After a pilot study was run, the survey was mailed with a stamped, self-addressed envelope to increase the probability of returns. After three weeks the response rate was 23 percent and it was decided to send out an additional mailing of fifty survey instruments to the non-responders who had been coded for identification. The response rate for the entire survey was 35.5 percent.

Conclusions as a result of this study were:

1. More than one airing of "Learning Never Ends", on a weekly basis, would be more beneficial to the viewing audience. The

The responses indicated that the best morning time was 10 a.m. which was generally the time the program was on the air. However, an equal number of viewers responded that 7 p.m. would be their best viewing time. The best solution would be to air the program in both the morning and evening. Since WVOX does not have a full schedule of programming, this is entirely possible and advisable.

2. That the program content should appeal to the largest number of viewers and should be concentrated in three areas. Since the program appeals primarily to women, it is logical that those three areas would be consumer information (economics), food preparation and clothing construction.

3. Television programming could be an extension of vocational school classes.

Apparently, it is not possible to have too much public information. After extensive public information had been disseminated, some responders still were not aware that "Learning Never Ends" was being televised. Involving the students in the production of the programs seems to be the best way to create an interest in the program. Another series that would involve students rather than teachers seems to be an answer.

## Introduction

Because Educational Television (ETV) is not supported by advertisers, the ETV Networks cannot afford to pay for audience ratings on a regular basis. WVOX-TV, Menomonie, is not technically and specifically an ETV station, but it has so few advertisers that it meets that criterion. The station actually operates in the red and therefore cannot afford the time or money to rate the value, or determine the worth of any one program.

The Menomonie Vocational and Adult School which is part of VTAE District One (See Figures 1 & 2) cannot take the time, money and effort to rate this television program it has supported to some extent. Yet the viewing audience and its acceptance and support of this program, "Learning Never Ends" is of considerable interest to the Coordinator in this area and the Field Services Director. Since this program was produced primarily without the financial support of the District One VTAE system, it will be necessary to show that the program has benefited the Menomonie Area School in order to justify a budget increase for next year's production. Also, the data from this survey will assist in identifying areas in which vocational and technical training can be carried out via cable television.

Television has the potential to become one of education's greatest resources. Except for channels that are strictly ETV, there are limited occasions when the Wisconsin Vocational System, especially in this area, use the media. Through such privately owned stations, as the one in Menomonie, it is possible to promote the school, educate the public about vocational, technical and adult education and educate the public with material presented and/or entire courses in a specific area. The potential is limited only by imagination, budget allowance of time and money, and effort on the part of the producer.

The value of this study has specific implications for the Menomonie Vocational and Adult School. It has greater implications of potential for the entire Wisconsin Vocational, Technical and Adult Education system.

## Statement of Problem

The problem of this study was to determine the impact of the "Learning Never Ends" cable television series on subscribers to the cable and to identify factors which facilitate and impede the effectiveness of this series and the use of cable television.

## Objectives of the Study

The objectives of this study were to:

1. Identify the types of people who view the program.
2. Determine the most popular programs.
3. Ascertain the major likes and dislikes related to the program.
4. Identify preferred viewing times.
5. Identify vocational, technical and adult education programs in which the viewers are interested.
6. Determine whether the television series "Learning Never Ends" has had enough interested viewers to justify a budget increase to VTAE District One for continuing the programs for the Menomonie Vocational and Adult School.
7. Suggest possible usage of cable television for the development and use of vocational and adult education programs for statewide consideration.

## Rationale for the Study

Television has the capacity for great impact on the American culture. But whether the impact is positive or negative has been of much controversy. It has been noted that passiveness and receptivity can be fostered in viewers; notably absent are the traits of activity, self-reliance and aggression. On the other hand, television opens horizons beyond the home and community, thus enriching the lives of its viewers. The concern and interest is not to produce a series of programs that produce the negative traits of passivity, but to provide the viewer with opportunity for expanded awareness and self-improvement. This is exemplified in the knowledge television programs present and the follow-up as a result of those programs. Television has the potential to become an effective educational resource, but consideration must be given to its effect on the viewer. Not just to use the media

of television, but to use it in such a way that provides its viewers a way to live in the world is important.

The Council of National Organizations of the Adult Education Association has been informing national organizations of the value and use of educational television in adult education. In VTAE District One, there has been minimal use of the television media for the purposes of public relations or general adult education. There are not only private stations, such as is WVOX-TV, but free time allowed on commercial stations that is not being utilized. It is the responsibility of members of the staff of the Wisconsin VTAE system to utilize this potential media.

Early in the days of television a list of criteria was established by educators for television in the educational field. Since these cable programs were of an educational nature, it was important that they fulfill these nine criteria, which they did.

1. It seeks to educate...
2. It has clear, specific and attainable educational purposes...
3. It has a clearly defined audience...
4. It is focused on meeting the needs of the people...
5. It uses methods of presentation that are appropriate to the objectives sought...
6. It involves the viewer in some sort of participation...
7. It uses other media when appropriate, to reinforce its effect...
8. It establishes a climate conducive to learning...
9. It accepts responsibility for the outcomes.

It is interesting to note that the positive objectives within this list are quite similar to the positive traits mentioned in the first paragraph of this section. If the series of television programs presented do not meet these criteria then their worth is zero.

There is a dearth of information pertaining to evaluation of educational television programs. This is because educational television has no advertisers for support, so it is almost economically unfeasible to finance audience ratings. Also, effective and accurate statistical evaluation in education is difficult. Perhaps this study will provide insight on evaluation of ETV and encourage others to conduct additional studies.

## Definition of Terms

Since there is no job description for Homemaking Coordinator in print, either on the local level or state level, it is rather difficult to define. The Homemaking Coordinator for the Menomonie Area (See Figures 1 & 2) of VTAE District One generally sees that the Homemaking program runs smoothly performing whatever duties seem necessary or are requested by the Area Coordinator on a part time (200 hours) basis.

The Menomonie Vocational and Adult School is one of ten schools within the Menomonie Area of VTAE District One. (See Figures 1 & 2)

For many years the Menomonie Vocational and Adult School has had an afternoon radio program over local radio station WMNE called "Learning Never Ends." Since part of the purpose of the television programs was to clarify the image of the Menomonie Vocational and Adult School, the same program was used in order to associate the two efforts. The content of the television program dealt only with the homemaking program and its activities. The Homemaking Coordinator is the hostess of the program with each teacher being the guest resource person each time. Occasionally there are student guests and the Area Coordinator.

WVOX-TV, channel 7 is Menomonie's privately owned television station. It is owned and operated by Budge O'Connell. It is referred to by the station as a "service of Com-tel Cablevision." It is necessary to have a cable hook-up in order to receive this station. There are approximately 1600 subscribers.

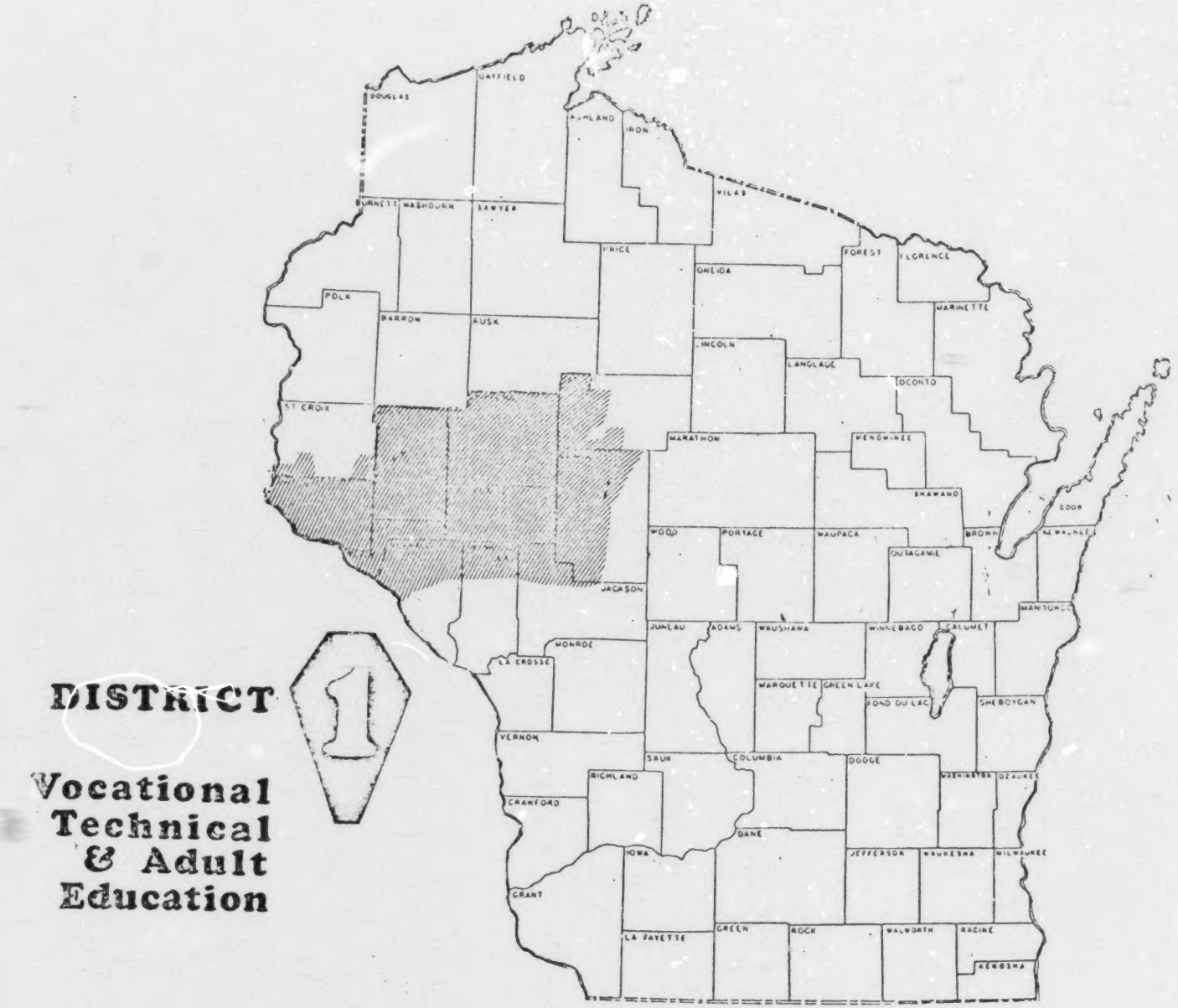

DISTRICT 1
Vocational
Technical
& Adult
Education
DOUGLAS
BAYFIELD
ASHLAND
IRON
BURNETT
WASHBURN
SAWYER
VILAS
PRICE
FOREST
FLORENCE
ONEIDA
POLK
BARRON
RUSK
MARINETTE
LINCOLN
LANGLADE
OCONTO
ST CROIX
MARATHON
MENOMINEE
SHAWANO
DOOR
WOOD
PORTAGE
WAUPACA
BROWN
KEWAUNEE
OUTAGAMIE
JACKSON
MANITOWOC
JUNEAU
ADAMS
WAUSHARA
WINNEBAGO
CALUMET
MONROE
LA CROSSE
MARQUETTE
GREEN LAKE
FOND DU LAC
SHEBOYGAN
VERNON
SAUK
COLUMBIA
DODGE
WASHINGTON
OZAUKEE
RICHLAND
CRAWFORD
DANE
IOWA
JEFFERSON
WAUKESHA
MILWAUKEE
GRANT
LA FAYETTE
GREEN
ROCK
WALWORTH
RACINE
KENOSHA

Figure 1

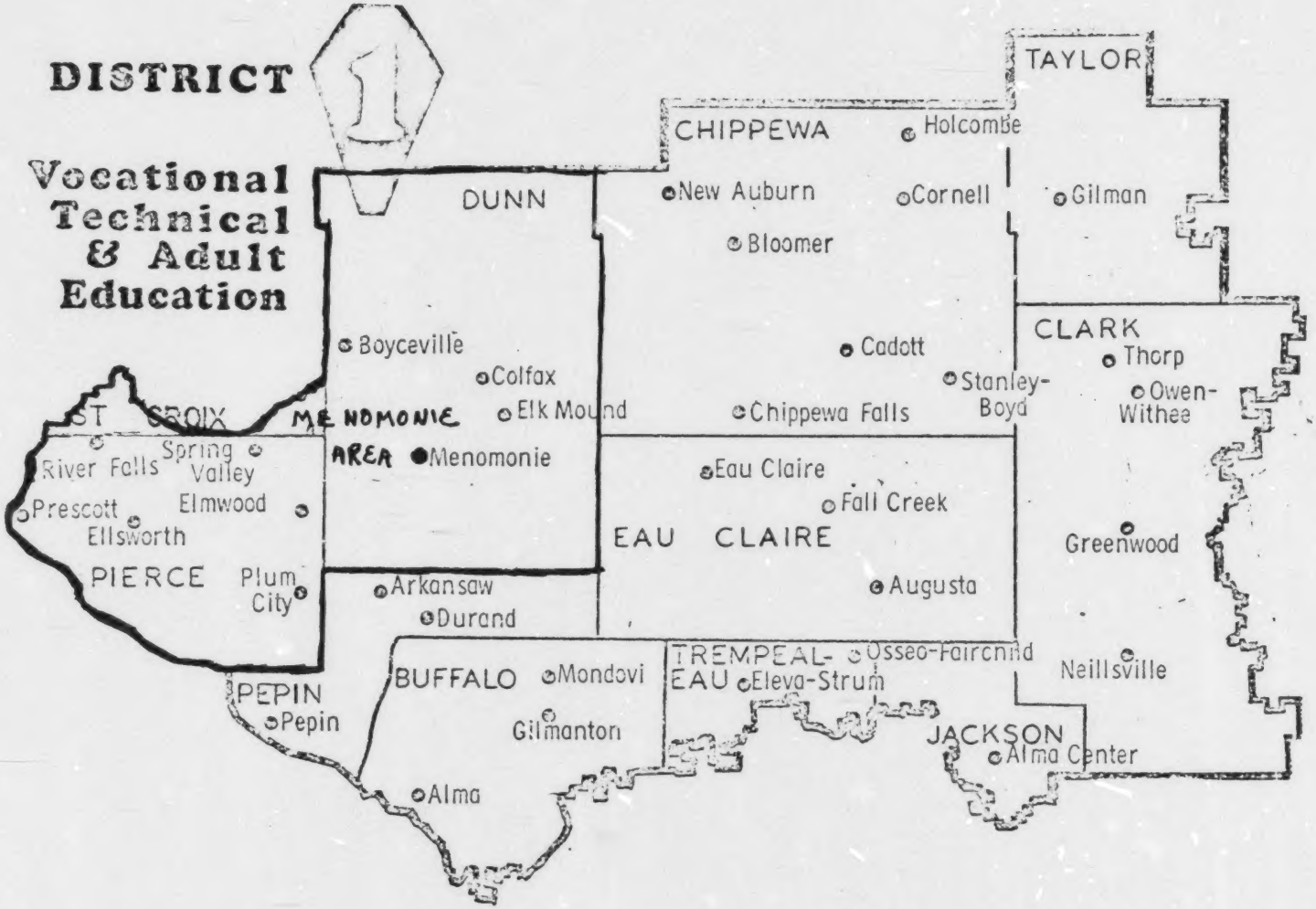

DISTRICT 1
Vocational Technical & Adult Education
TAYLOR
CHIPPEWA
Holcombe
DUNN
New Auburn
Cornell
Gilman
Bloomer
CLARK
Boyceville
Cadott
Thorp
Colfax
Stanley-Boyd
Owen-Withee
ST CROIX
MENOMONIE AREA
Elk Mound
Chippewa Falls
Menomonie
River Falls
Spring Valley
Eau Claire
Prescott
Elmwood
Fall Creek
Ellsworth
EAU CLAIRE
Greenwood
PIERCE
Plum City
Arkansaw
Augusta
Durand
TREMPEALEAU
Osseo-Fairchild
Neillsville
BUFFALO
Mondovi
Eleva-Strum
PEPIN
Pepin
Gilmanton
JACKSON
Alma Center
Alma

Figure 2

# CHAPTER II

## METHODS USED IN THE STUDY

### Construction of "Learning Never Ends"

"Learning Never Ends" was originally a project proposal for a public relations class. After developing the proposal dealing with the use of cable television for vocational education, the homemaking coordinator contacted the local cable television station to inquire about the available facilities for airing the proposed program "Learning Never Ends." At that time, WVOX-TV was looking for a program directed toward homemakers to fill in their "Coffee Hour" time slot of 9:30 to 10:00 on Monday mornings, so with the approval of the Menomonie Vocational and Adult School's Area Coordinator, consultation with the homemaking instructors about the structure and content of the programs began. Each homemaking instructor was asked to present a program related to each course she taught; for each program the teacher presented one skill that would be effectively shown on television. These programs used an informal discussion and demonstration format. During the week before the Monday airing time, the program was video taped by WVOX staff; these tapes are stored at the WVOX-TV station, Menomonie, Wisconsin.

### Implementation of Study

The population surveyed for this project consisted of a portion of the 1600 subscribers to the Com-tel television system in Menomonie, Wisconsin. Four hundred subscribers were selected at random to receive the survey instrument. This sample size provided data with $\pm 5$ percent accuracy for the population parameters.

The survey instrument itself was designed with the following objectives in mind:

1. To determine the types of people who view the program.
2. To determine the most popular programs.
3. To determine the major likes and dislikes related to the program.
4. To determine preferred viewing times.
5. To determine whether the television series "Learning Never Ends" has had enough interested viewers to justify a budget increase to VTAE District One for continuing the programs for the Menomonie Vocational and Adult School.
6. To suggest possible usage of cable television for the development and use of adult education programs for statewide consideration.

These objectives were implemented through the following questions: (See Appendix A for complete questionnaire)

Objective 1: To determine the types of people who view the program.

Question 1: Is the person filling out this questionnaire:

A. (1) ___male, (2)___female

B. (1)___retired, (2)___homemaker, (3)___wage earner, (4)___other_____

Objective 2: To determine the most popular programs.

Question 2: Have you viewed any of the programs from the series "Learning Never Ends" on WVOX-TV? (1)___yes (2)___no

Question 3: If yes, which of the following programs do you recall viewing?

| | | |
|---|---|---|
| (1)___ | Dorothy Dale..... | Clothing I, II |
| (2)___ | Beverly Spinti..... | Clothing II |
| (3)___ | Jill Noreen..... | Snowmobile Suits |
| (4)___ | William Hehli/Sharon Moseler.. | General VTAE information/Expectant Parents |
| (5)___ | Yaja Mallory..... | Men's Wear Knits |
| (6)___ | Ardis Teegarden..... | Cake Decorating |
| (7)___ | Yaja Mallory..... | Clothing III |
| (8)___ | Dorothy Dale..... | Crochet I |
| (9)___ | Nancy Finder..... | Macrame |
| (10)___ | Beverly Spinti..... | Micro-wave Cooking |
| (11)___ | Beverly Spinti..... | Micro-wave Cooking |
| (12)___ | Beverly Spinti..... | Swimwear |
| (13)___ | Dorothy Dale..... | Crochet II |

Objective 3: To determine the major likes and dislikes related to the program.

Question 4: Why did you view the above program?

(1)___to gain a new skill
(2)___to update a present skill
(3)___just entertainment
(4)___for general information
(5)___other_____

Question 5: Are you more aware of the purpose and/or function of the Menomonie Vocational and Adult School after viewing these programs?

(1)___very much
(2)___somewhat
(3)___no

Question 6: Do you feel this program encouraged you in any way to register for an adult vocational class? (1)___yes, (2)___no

Question 7: How much did you learn from "Learning Never Ends"?

(1)___much information of value
(2)___some information
(3)___little information
(4)___nothing

Question 8: Are you interested in the continuation of "Learning Never Ends"? (1)___yes, (2)___no

Question 9: What use did you make of the information? How did it benefit you?

(1)___led to employment on a job
(2)___improved skills on the job
(3)___improved homemaking skills
(4)___improved hobby, recreation or vocational skills
(5)___I made little or no use of the information from "Learning Never Ends"
(6)___other_____

Question 10: If you have not viewed these programs, check the reason(s) that apply:

(1)___I am not home at 9:30-10:30 on Monday mornings
(2)___I am watching another program at that time
(3)___I do not have the television on at that time
(4)___I have viewed "Learning Never Ends" and do not find it of interest or value
(5)___other_____

Objective 4: To determine preferred viewing times.

Question 12: At what time(s) would you prefer "Learning Never Ends" to be shown?

(1)___early morning___a.m. (4)___afternoon___p.m.
(2)___morning___a.m. (5)___evening___p.m.
(3)___early afternoon

Question 13: If programs related to vocational skills (job preparation were presented over WVOX-TV, what would be the best time(s) for your viewing:

(1)___early morning___a.m. (4)___afternoon___p.m.
(2)___morning___a.m. (5)___evening___p.m.
(3)___early afternoon___p.m.

Objective 5: To determine whether the television series "Learning Never Ends" has had enough interested viewers to justify a budget increase to VTAE District One for continuing the programs for the Menomonie Vocational and Adult School.

Question 2: Have you viewed any of the programs from the series "Learning Never Ends" on WVOX-TV? (1)___yes, (2)___no

Objective 6: To suggest possible usage of cable television for the development and use of adult education programs for statewide consideration.

Question 11: Please check all the program content areas that would be of interest to you on cable TV:

(1)___vocational skills for present job, describe____
(2)___vocational skills for another job, describe____
(3)___clothing construction
(4)___food preparation
(5)___expectant parents
(6)___information about vocational education
(7)___consumer economics
(8)___child psychology
(9)___other_____

Question 14: Do you have any other suggestions for programming for WVOX-TV?

Question 15: Any further comments in regard to "Learning Never Ends"?

A pilot sample was taken with ten people who either represented a typical responder or were people directly related to the program production in order to have constructive criticism from several viewpoints and not just that of a typical responder. As a result of this pilot study, questions twelve and thirteen were changed in order to define more clearly the time of the day responders would be referring to. Instead of just morning, afternoon and evening as responses, the day was divided into early morning, morning, early afternoon, afternoon and evening with a space after each in order to allow an opportunity to fill in the exact time and therefore clarifying the preferred time more clearly. The survey was then printed in its final form and mailed to the 400 subscribers with an enclosed self-addressed, stamped envelope and a cover letter expressing the purpose of the survey and the importance of each subscribers cooperation. (This cover letter may be found in Appendix A). Each cable subscriber has a different subscription number assigned by Com-tel which was incorporated on the mailing label applied to the self-addressed envelope. This made it possible to know who had responded without making it obvious to the responder.

After three weeks the response rate was 23 percent and it was decided to send out an additional mailing of fifty surveys to the non-responders. These also included a self-addressed envelope with a new cover letter asking for the cooperation of each person. (A copy of this cover letter may be found in Appendix A). The response rate for this group of fifty was 22 percent. In addition, ten of the subscribers who had not responded to either the original survey or the follow-up were contacted by telephone at 9:30 a.m., the time when "Learning Never Ends" is shown. The result of this telephone contact was 60 percent (6 persons).

## CHAPTER III

## RESULTS

This chapter presents the information collected to evaluate each of the objectives in the study. The objectives will be restated and an analysis made of the data pertaining to it will follow.

"To determine types of people who view the program."

Table III-1 shown below is a report of all responders who have answered the "Cable TV Survey" and identifies them by male and female viewers of the cable television program "Learning Never Ends". The first column indicates the percent of responders, male and female who have seen the program at least one time; the second column indicates the percent of the responders who have not seen the program at all.

Table III-1

Percent of Responders Who Have Viewed "Learning Never Ends"

| | Responders Who Have Viewed 1 Program | Responders Who Have Not Viewed 1 Program |
|---|---|---|
| Male | 5.5 | 21.1 |
| Female | 17.9 | 55.5 |
| Total | 23.4 | 76.6 |

The overall conclusion is that the majority of the people who saw the programs were females, more than three to one. This certainly was to be expected since the programming was of interest typically to the female population. The only program that was in part, of interest to males was the fourth program, which included the area coordinator, Mr. William Hehli. There was however, no particular intention to solicit either male or female viewers. The fact that there were male viewers makes an interesting point and perhaps this should be considered for future programming.

Table III-2 indicates the people who have viewed the program by identifying them into various wage earning and household status capacities.

Table III-2

Vocational Status of Viewers of "Learning Never Ends"

| | No. | % |
|---|---|---|
| Retired | 10 | 38.5 |
| Homemaker | 10 | 38.5 |
| Wage earner | 4 | 15.4 |
| Did not respond | 2 | 7.6 |

The identity of the responders was partly retired, partly homemaker and partly wage earner. About 12.8 percent of the viewers were retired and 12.8 percent were homemakers.

"To determine the most popular programs."

A simple check list was used for the responders to indicate which of the programs they had viewed. Both the guest who appeared on the program and the content were listed on the questionnaire so the responder would be better able to recall the program he had viewed. The percentages in the first column are based on those who had viewed the program, while the percentages in the second column are based on the total number of responders.

Table III-3

Percent Who Have Viewed Specific Programs

| | Percent of Viewers | Percent of Total Responses |
|---|---|---|
| Dorothy Dale<br>Clothing I, II, New Life for Old Clothes | 33.3 | 6.3 |
| Beverly Spinti<br>Clothing II, Knit and Stretch | 25.9 | 4.9 |
| Jill Noreen<br>Snowmobile Suits, Lingerie | 11.1 | 2.1 |
| William Hehli/Sharon Moseler<br>General VTAE Information, Expectant Parents | 7.4 | 1.4 |
| Yaja Mallory<br>Men's Wear Knits | 18.5 | 3.5 |
| Ardis Teegarden<br>Cake Decorating | 37.0 | 7.0 |
| Yaja Mallory<br>Clothing III, Knit and Stretch | 7.4 | 1.4 |
| Dorothy Dale<br>Crochet I | 29.6 | 5.6 |
| Nancy Finder<br>Macrame | 11.1 | 2.1 |
| Beverly Spinti<br>Micro wave Cooking, Part I | 33.3 | 6.3 |

Table III-3 (cont.)

| | | |
|---|---|---|
| Beverly Spinti<br>Micro wave Cooking, Part II | 22.2 | 4.2 |
| Beverly Spinti<br>Swimwear | 3.7 | .7 |
| Dorothy Dale<br>Crochet II | 22.2 | 4.2 |

It would be significant at this point to report publicity that went before each and all of the programming, since it is possible that it stimulated interest for viewing. The first information release was in the Dunn County News, a local weekly newspaper. This was a five inch item entitled, "TV programs to highlight homemaking" which was published on October 11, 1972. It reported what the programs would consist of, when they would be shown and who would appear. Approximately this same week, about 300 vocational school homemaking students were given a mimeographed sheet indicating the proposed schedule of classes with the guest and content listed. (See Appendix C) On Wednesday, November 29 an additional news release was sent to the Dunn County News which was entered as a five inch item indicating the continuation of programming and proposed schedule. This same item also appeared in the Menomonie Shopper, a free publication sent to all Dunn County residents. Without asking, the Dunn County News provided another four inch column on December 6, indicating the continuation of this program with the concluding schedule. Prior to the fifth program another flyer was sent to all vocational homemaking students indicating the remaining programs and their schedule and content. (See Appendix B) Each week WVOX published a schedule of programming for the coming week in the Menomonie Shopper which included "Learning Never Ends".

Program six, whose guest was Ardis Teegarden demonstrating cake decorating, had the largest number of viewers. There were special circumstances which may have accounted for this popularity. Prior to the taping of this particular program, two men from District One Technical Institute in Eau Claire came to Mrs. Teegarden's class to take slides of the students working especially for "Learning Never Ends". This set of slides then included about fifteen students who would have specific interest in seeing themselves or their work on a scheduled program.

The two programs with the next largest number of viewers were the first, with Dorothy Dale talking about Clothing I and II, and the tenth program, which was micro wave cooking, as demonstrated by Beverly Spinti. It is possible that the public information that went before all programming could account for the larger number viewing the first program. Since there was no particular public information for the tenth program it is only possible to speculate that the program content, that of micro wave cooking accounted for the interest. Since this particular guest instructor was on a previous program and succeeding programs with a poorer number viewing, it can be concluded that her participation was not necessarily accountable for the high number of viewers and therefore the content accounted for the higher number.

Four programs, Knit and Stretch, Crochet I, Micro wave cooking, part II and Crochet II, seem to fall into the group for the third largest group of viewers. Since here again there was no special public information or circumstances, program content was probably significant.

The last group of programs with the poorest viewing audience were Snowmobile Suits and Lingerie, General VTAE Information and Expectant Parents, Knit and Stretch, Macrame, and Swimwear. The programs with the least interest was the twelfth one with Beverly Spinti about swimwear. It may be significant that the usual spring session of swimwear was not able to start this year due to lack of enrollment. Therefore, it is possible to conclude that the program content just was not on the list of prime interest material. The other five programs in this group also contained material that would be of interest to a limited number of people.

In conclusion, there are three areas which can be pursued in order to determine the best material and its presentation for programming. First and most important is a thorough dissemination of public information. This was carried out quite thoroughly for this project. Second, is the involvement of students in the production of programming. Taking slides in the cake decorating class seemed to generate program interest for those who were involved. Last, but not in importance, is subject material. It is of prime importance that material presented be of interest to a wide number of viewers, in this case, homemakers.

Looking at the reasons for viewing the programs, as asked in the fourth question on the survey, may give some indication as to reasons for the popularity of some programs. (This is portrayed in Table III-4)

Table III-4

Reasons for Viewing "Learning Never Ends" *

| | No. | % |
|---|---|---|
| To gain a new skill | 2 | 7 |
| Update present skill | 5 | 18 |
| Entertainment | 3 | 11 |
| New skill and general information | 3 | 11 |
| Update skill and general information | 1 | 4 |
| Entertainment and update skill | 1 | 4 |
| Entertainment and general information | 1 | 4 |
| General information | 9 | 33 |

* percent based on viewers of "Learning Never Ends"

The primary reason indicated was for general information. This particular response would not give any specific indicators for future programming other than those assumed. The next highest number indicates an interest in updating a present skill which does not call for entirely new subject matter. It would appear that the programs were possibly too specific in their scope. This would explain the lack of interest in a

sewing program, swimwear, and the greater interest in knit and stretch sewing. Both of these programs were presented by the same teacher which discounts the possibility of a particular guest influencing the viewer.

"To determine major likes and dislikes related to the program"

The responses to questions nine, ten, eleven, fourteen and fifteen indicate the reasons for watching or not watching which was to be considered in the likes and dislikes of the viewer in relation to "Learning Never Ends" and future programming for WVOX. Refer to the following tables; III-5, III-6, III-7 and III-8.

Table III-5

Ways Information Was Used From "Learning Never Ends"

| | Percent of Viewers | Percent of Total Responses |
|---|---|---|
| Led to employment | 0 | 0 |
| Improved skills on job | 3.7 | .7 |
| Improved homemaking skills | 51.9 | 9.8 |
| Improved hobby, recreational, vocational skills | 37.0 | 7.0 |
| Little or no use | 11.1 | 2.1 |

Table III-6

Content Areas of Interest

| | Percent of Responses |
|---|---|
| Vocational skills for present job | 4.2 |
| Vocational skills for another job | 1.4 |
| Clothing construction | 28.0 |
| Food preparation | 37.8 |
| Expectant parents | 2.1 |
| Information about vocational education | 4.2 |
| Consumer economics | 32.9 |
| Child psychology | 14.7 |
| Other | 11.2 |

Table III-7

Suggestions for Programming for WVOX-TV

| | Percent of Total Responses |
|---|---|
| No comment | 83.9 |
| Reception quality poor | 2.1 |
| Publicity needed | 4.2 |
| Enjoy the programs | 1.4 |
| Specific program suggestions: | |
| cultural programs | .7 |
| community programs | 3.5 |
| educational programs | 4.2 |
| vocational programs | .7 |
| entertainment | 1.4 |
| religious programs | .7 |

Table III-8

Suggestions for Programming for "Learning Never Ends"

| | Percent of Total Responses |
|---|---|
| No comment | 83.2 |
| No interest | 4.2 |
| Wrong time | 4.2 |
| Not aware of program | 8.4 |
| Enjoyed in general | 4.9 |
| Enjoyed specific programs | .7 |
| Night classes are more beneficial | .7 |

The purpose that the program served seems to be equally divided between improving homemaking skill and improving hobby, recreational or vocational skills. Since the program content was based on the classes in operation at the Menomonie Vocational and Adult School at the time, it is logical that the program would meet the same needs as the vocational classes. The possibility is apparent that the television programming could be an extension of the vocational school classes, possibly reaching students who are not willing or able to attend evening school classes.

One-half of those who responded "no" to the survey did not view the program because they were not at home at the time of the broadcast. Since the programs were presented at 9:30 and 10:30 a.m., it is logical that many of the people responding were working at the time. Another 27 percent did not have the television on at that time. The obvious conclusion to the fact that 82 percent of the responders did not see the program, [illegible]hat the viewing time was not the best. "Other" reasons given, not [illegible] on the

table, for not watching "Learning Never Ends" were "didn't know about "Learning Never Ends"--7 responses, "watch little television"--1 response, and "didn't know subjects on program"--1 response. Showing the program in the evening and daytime had been considered, but never materialized. Obviously, this was a mistake in judgment. Future programming should probably appear both in daytime and early evening.

It is most interesting to note the areas of interest indicated by all responders. Three areas dominate the responses almost equally in numbers. Clothing construction, food preparation and consumer economics were in the greatest demand, with an average of 36 percent. Child psychology with 15 percent was next which makes it a questionable subject for consideration on future programs. Program four did include information about expectant parents which is a related subject, but which had one of the poorest rates. Other indications were to insignificant to consider.

Responses to the open-ended questions 14 and 15 (See Appendix A) indicate that more publicity is needed by WVOX-TV. The fact that "Learning Never Ends" has been shown during one past viewing season would perhaps make future public information easier and more noticeable. It does not seem possible that there could be too much publicity for this program or any programming over WVOX. The fact that the station operates with a minimum of staff and budget does make it quite difficult to do an adequate job of selling advertising which may certainly effect the public information.

More specific program suggestions given for WVOX include:

| | |
|---|---|
| early evening local news | -- 2 responses |
| low temperature | -- 1 response |
| consult women's organizations | -- 1 response |
| community activity | -- 2 responses |
| Menomonie Public School program | -- 2 responses |
| Program for children by children | -- 1 response |

Further suggestions for "Learning Never Ends" include such subjects as: hobbies, gardening tips, plant care, care and disease of flowers, household hints, carpeting, antiques, law, insurance, probate, handicraft, pattern alteration and slack fitting. Most of these topics could fall into the consumer economics area.

The statement most repeated for the response to the last question is that they were "not aware" of the programming. Again, public information apparently cannot be overdone.

"To determine preferred viewing times"

Two questions were asked in relation to viewing time. The first was in relation to "Learning Never Ends" and the second asked about a viewing time for vocational skills specifically. Tables III-9 and III-10 refer to preferred times for these two items.

Table III-9

Preferred Viewing Time for "Learning Never Ends"

| | Percent of Total Responses |
|---|---|
| Early morning | .7 |
| 7 o'clock | .7 |
| 9 o'clock | 2.8 |
| Morning | 1.4 |
| 10 o'clock | 5.6 |
| 11 o'clock | 2.8 |
| 12 o'clock | .7 |
| Afternoon | 4.9 |
| 1 o'clock | 5.6 |
| 2 o'clock | 3.5 |
| 3 o'clock | 4.2 |
| 4 o'clock | 4.9 |
| 5 o'clock | 2.8 |
| Evening | 6.3 |
| 6 o'clock | 4.2 |
| 7 o'clock | 19.6 |
| 8 o'clock | .7 |
| 9 o'clock | 2.1 |
| 11 o'clock | .7 |

Table III-10

Preferred Viewing Time for Programs Related to Vocational Skills

| | Percent of Total Responses |
|---|---|
| Early Morning | |
| 9 o'clock | .7 |
| Morning | 1.4 |
| 10 o'clock | 3.5 |
| 11 o'clock | 2.1 |
| 12 o'clock | .7 |
| Early Afternoon | 1.4 |
| 1 o'clock | 2.8 |
| 2 o'clock | 2.8 |
| Afternoon | 2.8 |
| 3 o'clock | 4.9 |
| 4 o'clock | 2.8 |
| 5 o'clock | 3.5 |
| Evening | 9.8 |
| 6 o'clock | 5.6 |
| 7 o'clock | 14.0 |
| 8 o'clock | 2.8 |
| 9 o'clock | .7 |
| 11 o'clock | .7 |

A total of 58 responders preferred that "Learning Never Ends" be shown between 7 a.m. and 5 p.m. A total of 48 responders preferred that the program be shown in the evening hours between 6 and 11 p.m. This confirms the notion that this program should be shown both day and evening. The time most often suggested for morning is 10 a.m. and for evening is 7 p.m. Programs related to more specific vocational skills showed the same preference. Fifty-one percent of those responding to the items preferred daytime and 49.9 percent preferred evening, with the prime times being 10 a.m. and 7 p.m. for viewing.

"To determine whether the television series "Learning Never Ends" has had enough interested viewers to justify a budget increase to VTAE District One for continuing the programs for the Menomonie Vocational and Adult School."

As Table III-11, 12, 13 and 14 indicate, "Learning Never Ends" does have support from both viewers and non-viewers.

Table III-11

Awareness of Menomonie Vocational and Adult School

| | Percent of Viewers |
|---|---|
| Very much aware | 55.6 |
| Somewhat aware | 37.0 |
| Not aware | 7.4 |

Table III-12

Encouragement to Register for Adult Vocational Class

| | Percent of Viewers |
|---|---|
| Yes, gave encouragement | 48.2 |
| No, gave no encouragement | 37.0 |
| Did not respond | 14.8 |

Table III-13

Amount of Information Learned From "Learning Never Ends"

| | Percent of Viewers |
|---|---|
| Much information of value | 22.2 |
| Some information | 70.8 |
| Little information | 3.7 |
| No response | 3.7 |

Table III-14

Interest in Continuation of "Learning Never Ends"

| | Percent of Viewers |
|---|---|
| Interested in continuation | 96.3 |
| Not interested in continuation | 3.7 |

Part of the purpose for producing this series of programs was to clarify the image of the Menomonie Vocational and Adult School. Its identity is difficult since prior to the fall of 1973 there was no facility named "Menomonie Vocational and Adult School." Classrooms were and still will be, in most cases, rented from existing facilities in the community. Ninety-two percent of those who viewed the programs were either very much or somewhat more aware of the purpose and/or function of the Menomcnie Vocational and Adult School. This is certainly a significant reason in itself to continue the television series.

About half of those who viewed "Learning Never Ends" were encouraged to register for an adult vocational class. The possibility to develop this potential further is additional cause to continue.

Question seven (Table III-13) shows that the programs were worthwhile since nineteen (70.8 percent) felt that they had learned some information, six (22.2 percent) felt they had learned much information of value and only one (3.7 percent) responded to learning little information.

The most important question in regard to the justification for continuation of "Learning Never Ends" is shown in Question eight (Table III-14.) Of all those who had seen "Learning Never Ends" 26 out of 27 (96.3 percent) were interested in the continuation of "Learning Never Ends". The actual percent of the potential viewers who saw "Learning Never Ends" is 6.7 percent. With the information in this report as a basis for future program improvement and planning the potential for extending the audience to many times this number is definitely possible.

"To suggest possible use of cable television for the development and use of adult education programs for state-wide consideration."

Since the educational television system currently being developed in Wisconsin cannot be ignored, the advantages of working with the cable system should be expressed. Educational television has as its primary function a statewide system of programming. Cable television although state-wide in conceptual organization, provides each community with programming specifically aimed at its own local viewers. As educational needs are unique to each community, so are its educational viewing needs. Cable television can provide vocational education to the community it serves with the programming which meets the need of the viewers it serves.

# CHAPTER IV

## CONCLUSIONS AND RECOMMENDATIONS

### Conclusions

1. 23.4% of the population surveyed had viewed the program, "Learning Never Ends". 77% of these viewers were retired or homemakers. More women (76.5%) than men (23.5%) had viewed at least one program of "Learning Never Ends". This possibly implies that the program content is geared toward women or that the airing time was not appropriate for men.

2. Of the ten airings of "Learning Never Ends", the more popular shows were Cake Decorating (37.0%), New Life for Old Clothes (33.3%), Micro Wave Cooking (33.3%), Knit and Stretch (25.9%), which appear to be more oriented to the female population of the community. Future programs should consider the interest shown in the fields of consumer economics, food preparation, and clothing construction.

3. The data revealed that the reason most frequently chosen for watching "Learning Never Ends" was for "general information" (33%) and to "update a present skill" (18%). More viewers (44%) stated that skill development was a reason for watching "Learning Never Ends". This implies that those who participated probably want to develop more competencies in skills related to the airings. Only 7% responded that the information gained form "Learning Never Ends" improved skills on the job, but 88.9% stated that they improved their homemaking, recreation or hobby skills.

4. If cable TV is to be successful, the programs must be publicized. Thus, it is imperative that a plan to inform the public about educational television available must be considered before airing such programs. This was evident when 8.4% of the population studied were unaware of "Learning Never Ends".

5. Consideration must be given to viewing time. The largest number of responders (19.6%) preferred 7 o'clock as the airing time for "Learning Never Ends". The second most preferred times were 11 o'clock a.m. and 2 o'clock p.m. A number of responders (14%) also preferred 7 o'clock p.m. as their preferred viewing time for programs related to vocational skills. A 3 o'clock airing time was preferred by 4.9% of the responders.

6. Educational Television is one way of developing interest in adult education. 55.6% of the viewers reported that "Learning Never Ends" increased their awareness of the Menomonie Vocational and Adult School. 48.2% of the viewers reported that "Learning Never Ends" encouraged them to register for Adult Vocational classes. This is one method of revealing to the adult public what is available to them in the local vocational and adult school.

7. A large number of viewers (70.8%) reported that "Learning Never Ends" relayed some information of value; 22.2% reported by watching "Learning Never Ends" they gained much information of value. Therefore, 93% of the viewers did feel this program presented information that was of importance to them.

8. "Learning Never Ends" had an impact on the community since 96.3% of the responders were interested in its continuation.

## Recommendations

1. Since 76.5% of the viewers are women, it would appear that the programs should be geared toward women's interests. However, because 23.5% of the viewers are men, a proportionate number of courses could be offered of interest to them. It is recommended that future programming consider the interests of both men and women.

2. Since current interest has been in the areas of consumer economics, food preparation, and clothing construction, programs should be developed in these areas.

3. Because more responders felt that the value of "Learning Never Ends" was to gain general information, there is a possibility they do not realize the vocational implications of the programs. Information about vocational education and skill development have to be a part of each program that is generated.

4. The airing time of "Learning Never Ends", or any other program related to general or vocational skills, should be changed to two airings per week, one in the morning, one in the evening. In this way, more of the population of the community could be reached. An airing time of 10 o'clock would probably reach the homemaker; while the wage earner would find it easier to watch at 7 o'clock p.m.

5. Nearly half of the viewers reported that "Learning Never Ends" encouraged them to register for classes at the Vocational and Adult School. Thus, "Learning Never Ends" or educational television could be used as a medium of publicity for classes that are offered. This medium apparently generated interest in such a program offered at the local school. It also generated interest in attending the local vocational school.

6. Since a number of people were unaware of "Learning Never Ends", more publicity is needed to inform the public of the program. This lack of knowledge of the program could also be because of its short existence, therefore if the program "Learning Never Ends" is continued, more people will have to be made aware of it. It is recommended that a planned public information system be developed to advertise the availability of such programs.

7. In reference to general programming for WVOX, more educational programs and programs related to community interests is needed.

8. Continued studies should be conducted to survey the needs and interests of District One Area residents in regard to program content, and airing time.

## Recommendations for Developing Vocational Programs for Cable TV

Conduct a needs analysis to determine preferences of the general public in regard to airing time and concepts to be incorporated into a course. This survey of needs should include the students who are enrolled in the vocational school, as well as the general public.

Based on the data gathered from the needs analysis, a program can be developed. It is recommended that the concepts should be interrelated to provide a logical flow of content. Some of the factors to be considered when constructing an educational program are:

1. An appropriate format for effective television program production that is consistant with the topic and the teacher's methods of instruction.

2. Either one or more teachers that are willing and able to teach via the television.

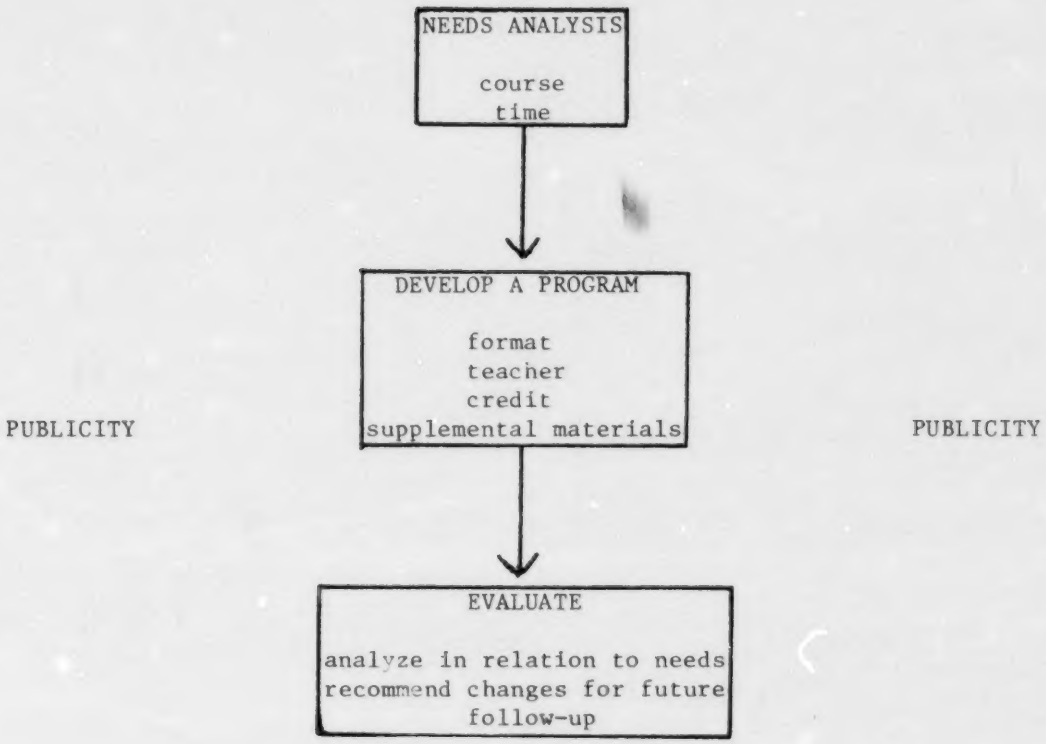
3. Whether credit will ge given as motivation for viewing the program. This credit should be offered at a minimal cost.

4. If supplemental materials are considered feasible, the means of dissemination also needs to be considered.

Evaluation is an important step in program construction. The program should be analyzed and compared to the needs, which is one method of determining effectiveness. Based on this analysis, recommendations can be made for future programs. A follow-up of participants should be completed to determine the utilization and effectiveness of this program in meeting the needs identified above.

Publicity is needed in every stage of this cycle. The needs analysis could cause curiosity and interest, as well as awareness of the new programs. As the program is being developed, formal publicity should be continued so the public is aware of the course, the time and other pertinent details. Constant publicity is important to keep the public informed and interested.

A Model for Program Development



# Appendix A

## Questionnaire and Follow-Up

# DISTRICT ONE VOCATIONAL AND ADULT SCHOOL - MENOMONIE

800 WILSON AVE.
DUNN CO. COURT HOUSE
MENOMONIE, WI 54751
PHONE 715-235-9031

Dear Com-Tel Subscriber,

Prior to this viewing season you responded overwhelmingly as a group to a questionnaire sent to determine your viewing preferences. To partially meet the need expressed for adult education programming, "Learning Never Ends" was developed by the Menomonie Vocational and Adult School. This questionnaire is being sent to only a limited number of subscribers to determine the interest in this specific program, its merits and shortcomings. Since your response will represent the entire Com-Tel subscriptions, your prompt reply is of utmost importance.

The questionnaire has been designed for easy responding. It will take only a few minutes to complete. To facilitate return of this questionnaire, (hopefully within the week), a self-addressed stamped envelope is enclosed.

Thank you very much for your coperation in this project.

Sincerely,

Lois L. Wohlfeil

Lois L. Wohlfeil,
Homemaking Coordinator
District One - Vocational and Adult School
800 Wilson Avenue
Menomonie, Wisconsin 54751

# DISTRICT ONE VOCATIONAL AND ADULT SCHOOL - MENOMONIE

800 WILSON AVE.
DUNN CO. COURT HOUSE
MENOMONIE, WI 54751
PHONE 715 - 235-9031

May 17, 1973

Dear Com-Tel Subscriber;

A few weeks ago you received a questionnaire to determine your viewing preferences over WVOX Channel 7. The questionnaire, like the one enclosed, was sent to only a limited number of subscribers to determine their interest in "Learning Never Ends" specifically.

We are interested in your response, even if you have not viewed this program, in order to determine viewing needs for Channel 7.

A stamped, self-addressed envelope is enclosed to facilitate your return of the enclosed questionnaire. It is designed for easy responding and will take only a few minutes to complete and mail (hopefully within the week).

Your response will be very helpful to us. Thank you for you cooperation in this project.

Sincerely yours,

Lois Wohlfeil

Lois L. Wohlfeil
Homemaking Coordinator
District One-Vocational & Adult School

LLW:po
Enclosures: 2

BEST COPY AVAILABLE

District One Vocational and Adult School--Menomonie
Cable TV Survey

Directions: Please place a (✓) check in the appropriate blanks to indicate your responses.

1. Is the person filling out this questionnaire: A. (1)____male, (2)____female
   B. (1)____retired, (2)____homemaker, (3)____wage earner, (4)____other _____

2. Have you viewed any of the programs from the series "Learning Never Ends" on WVOX-TV? (See list below)
   (1)____Yes, please go to item 3  (2)____No, please go to item 10

3. If yes, which of the following programs do you recall viewing?
   (1)____Dorothy Dale.....Clothing I, II, New Life for Old Clothes
   (2)____Beverly Spinti.....Clothing II, Knit and Stretch
   (3)____Jill Noreen.....Snowmobile Suits, Lingerie
   (4)____William Hehli/Sharon Moseler.....General VTAE Information, Expectant Parents
   (5)____Yaja Mallory.....Men's Wear Knits
   (6)____Ardis Teegarden.....Cake Decorating
   (7)____Yaja Mallory.....Clothing III, Knit and Stretch
   (8)____Dorothy Dale.....Crochet I
   (9)____Nancy Finder.....Macrame
   (10)____Beverly Spinti.....Micro-wave Cooking, Part I
   (11)____Beverly Spinti.....Micro-wave Cooking, Part II
   (12)____Beverly Spinti.....Swimwear
   (13)____Dorothy Dale.....Crochet II

4. Why did you view the above program?
   (1)____To gain a new skill
   (2)____To update a present skill
   (3)____Just enteftainment
   (4)____For general information
   (5)____Other _____

5. Are you more aware of the purpose and/or function of the Menomonie Vocational and Adult School after viewing these programs?
   (1)____Very much
   (2)____Somewhat
   (3)____No

6. Do you feel this program encouraged you in any way to register for an adult vocational class?
   (1)____Yes,  (2)____No

7. How much did you learn from "Learning Never Ends"?
   (1)____Much information of value
   (2)____Some information
   (3)____Little information
   (4)____Nothing

*Please complete the questions on the reverse side.*

BEST COPY AVAILABLE

8. Are you interested in the continuation of "Learning Never Ends"?
(1)____Yes, (2)____No

9. What use did you make of the information? How did it benefit you?
(1)____Led to employment on a job
(2)____Improved skills on the job
(3)____Improved homemaking skills
(4)____Improved hobby, recreation, or vocational skills
(5)____I made little or no use of the information from "Learning Never Ends"
(6)____Other_____

10. If you have not viewed these programs, check the reason(s) that apply:
(1)____I am not home at 9:30-10:30 on Monday mornings
(2)____I am watching another program at that time
(3)____I do not have the television on at that time.
(4)____I have viewed "Learning Never Ends" and do not find it of interest or value
(5)____Other_____

11. Please check all the program content areas that would be of interest to you on cable TV:
(1)____Vocational skills for my present job, please describe_____
(2)____Vocational skills for another job, please describe_____
(3)____Clothing Construction
(4)____Food Preparation
(5)____Expectant Parents
(6)____Information about Vocational Education
(7)____Consumer Economics
(8)____Child Psychology
(9)____Other _____

12. At what time(s) would you prefer "Learning Never Ends" to be shown?
(1)____Early morning ____a.m. (4)____Afternoon____p.m.
(2)____Morning ____a.m. (5)____Evening ____p.m.
(3)____Early afternoon____p.m.

13. If programs related to vocational skills (job preparation) were presented over WVOX-TV, what would be the best time(s) for your viewing?
(1)____Early morning ____a.m. (4)____Afternoon ____p.m.
(2)____Morning____a.m. (5)____Evening ____p.m.
(3)____Early afternoon____p.m.

14. Do you have any other suggestions for programming for WVOX-TV?

15. Any further comments in regard to "Learning Never Ends"?

*Thank you for responding!*
*Please return in the enclosed stamped self addressed envelop to:*

*Lois Wohlfeil*
*Homemaking Coordinator*
*District One--Vocational & Adult School*
*800 Wilson Avenue*
*Menomonie, Wisconsin 54751*

# Appendix B

## Summary of Televised Programs

Aired: October 16, 1972

Guest: Dorothy Dale

Topic: Clothing I
Clothing II
New Life for Old Clothes

Visuals used: slides -- 1. listing of classes around District One logo
2. map of Wisconsin showing district boundaries with District One blackened
3. map of District One
4. title slide "Learning Never Ends"
5. slide of credits

pattern type chart
thumb tack, pins, sign of information about New Life for Old Clothes
string, tape measure, two mannequins, Simplicity sewing book, sample garments

Discussion guide: Do you use a text in this course?
What would a student expect to learn in Clothing II?
How do you insure that garments will fit correctly?
How do you determine pattern type?
What is the course New Life for Old Clothes about?
Is the remaking worth the effort?
Why is it only five weeks?

Aired: October 30, 1972

Guest: Beverly Spinti

Topic: Clothing II
Knit and Stretch

Visuals used: pieces of single knit fabric
patterns from major and knit companies - one cut out and ready to use
scissors, pins, wig block, mannequins, sewing machine
illustrations of 3 types of seams, pieces of ribbing, finished garments

Discussion guide: How do you identify knit fabrics?
Does stretch variance effect pattern selection?
How do we determine grain in knits?
How do we use body measurements?
Why do you use 1/4 inch seam allowances in single knits?
Are there specific machine requirements?
How do you determine the amount of ribbing?
Which side do you sew ribbing on from?
In what direction are seams pressed?
What are some of the hemming techniques?

Aired: November 13, 1972

Guest: Jill Noreen

Topic: Snowmobile suits and Lingerie

Visuals used: three finished garments on three live models: vest, boots and mittens made of snowmobile fabric
seam diagrams, sewing machine, table
finished lingerie garments

Discussion questions: Could we see first what some of the finished snowmobile suits look like on live models?
What constitutes good quality fabric for these garments?
Are there any special sewing procedures for this fabric?
Are there special machine requirements?
Are patterns available?
Are there any other uses for this fabric?
How extensive is this course in lingerie making?
What are some of the sewing problems with nylon tricot?
How are seam allowances handled nd seams constructed?
How are hems finished?

Aired: November 27, 1972

Guest: Sharon Moseler R.N./William Hehli--Area Coordinator

Topic: Expectant Parents
General Menomonie Area Information

Visuals used: course outline for expectant parents on tagboard
pamphlets used in this course mounted on tagboard
District One brochure
flyer for expectant parents
nurses cap--worn by Sharon Moseler
sign of types of courses

Discussion questions: Sharon, what are your qualifications and background for teaching this course?
Why the change in course name?
Does the enrollment of the mother automatically include the father?
How long is the course? What is included each week?
Questions and discussion were then based on course outline.

Aired: December 4, 1972

Guest: Yaja Mallory

Topic: Knit Men's Wear

Visuals used: iron, sleeve board
ham, mitt, face mate, 2 mannequins, pins, live model
slacks, patterns, book
press cloth, fabric samples, 2 sports coats, 3 pair slacks,
point presser, shoulder presser
varieties of ban-roll, assorted items made of double knit

Discussion questions: Why is sewing knit men's wear so popular?
Why is the construction of a knit suit easier than constructing a woven wool suit?
How do you identify double knit?
Would you show and explain some of the pressing equipment?
Would you show the finished garments you have here and point out the varieties in detail?
What other garments are made of double knit?

Aired: December 15, 1972

Guest: Ardis Teegarden

Topic: Cake decorating

Visuals used: 23 slides of cakes in various stages of development, produced with the cooperation of the AV deparment of District One Technical Institute, Eau Claire
small finished cakes and products such as sugar molding
undecorated cake
cake decorating supplies and frosting to decorate
miscellaneous supplies such as wax paper

Discussion questions: How did you learn the art of cake decorating?
Why does a student need to come to a vocational class?
What is the first step in decorating a cake?
What is the next step that most students use?
Would you show us how this is done?
What is the next step on the cake you are decorating?
Can you tell us about these slides?
Now that your cake is finished, shall we look at the slides of the students' finished work?

Aired: December 18, 1972

Guest: Yaja Mallory

Topic: Clothing III, Knit and Stretch

Visuals used: completed garments
diagrams of various processes
materials and fabric to show how to put in an exposed zipper, tab front and braided belt

Discussion guide: exposed zipper
tab front
braided belt

Aired: January 8, 1973

Guest: Dorothy Dale

Topic: Crocheting

Visuals used: samples of finished products and projects in various degrees of completion that show:
chain
single crochet
double crochet
granny squares
fancy stitches
broomstick and hairpin lace

Discussion guide: Where did crocheting start?
How do you start to teach a student to crochet?
Can you do anything with just a chain?
Is this all they learn at the first lesson?
What is the next step after learning single crochet?
Can you make the popular granny squares with just this much instruction?
What are some of the other fancy stitches?
What are some of the other kinds of yarn or string that can be used?
Would you explain some of the advanced work such as hairpin lace or broomstick crocheting?

Aired: January 15, 1973

Guest: Nancy Finder

Topic: Macrame

Visuals used: practice board
pins, macrame string and cord
projects that were finished to illustrate various steps

Discussion guide: Where did macrame start?
What are some of the necessary supplies, including books?
Do you always work with a practice board?
Would you show us a few of the basic knots?
How are these incorporated into projects?

Aired: January 22, 1973

Guest: Beverly Spinti

Topic: Micro wave cooking

Visuals used: micro wave oven
cart
cookbook
supplies
food items for preparation

Discussion guide: How long does it take to prepare the bacon you have been cooking?
Is eye appeal a problem?
Why are no potholders needed?
Is micro wave cooking done from the inside out or outside in?
How does the cooking time increase with the number of products?
Are micro wave ovens safe?

Aired: January 29, 1973

Guest: Beverly Spinti

Topic: Micro wave cooking

Visuals used: micro wave oven
cart
cookbook
supplies
food items for preparation

Discussion guide: How are micro wave ovens useful to the working mother?
Are there recipe books available for micro wave cooking?
What kinds of containers can be used in the micro wave?
How is reheating advantageous in the micro wave?
Is it possible to can in the micro wave?
What about drying flowers as a novelty use?
How is it used for defrosting?

Aired: February 12, 1973

Guest: Beverly Spinti

Topic: Swimwear

Visuals used: 2 mannequins
1 live model
many completed swimsuits
thread, patterns, supplies

Discussion guide: Why is a class in swimsuit making an advantage?
What kinds of materials and supplies are necessary?
Where are they available?
What sort of sewing machine requirements are there?
What advantages are there to sewing your own swimwear?
May we now see some of the finished garments?

Aired: February 26, 1973

Guest: Dorothy Dale

Topic: Crocheting II

Visuals used: many completed projects, including jewelry
hairpin
broomstick
afgahn
flower cr.

broomstick crocheting equipment
hairpin lace loom
flower loom
mannequin and broomstick vest

Discussion guide: On a previous program we discussed and showed basic crocheting. What other skills and/or techniques are taught in advanced crocheting?
Would you show us how broomstick crocheting is done?
Demonstrate flower crochet and hairpin lace.
Can you tell us more about the jewelry?

Appendix C

Publicity

The MENOMONIE VOCATIONAL AND ADULT SCHOOL has begun a series of programs over WVOX Channel 7 called LEARNING NEVER ENDS. Each program includes Lois Wohlfeil, Homemaking Coordinator with one of the homemaking teachers highlighting the courses that she teaches.

Our program follows Coffee Hour at 10:30 A.M. every other Monday. The following is our tentative schedule.

| | | |
|---|---|---|
| OCT. 16 | Dorothy Dale | Clothing I<br>Clothing II<br>New Life for Old Clothes |
| OCT. 30 | Beverly Spinti | Clothing II-Knit & Stretch |
| NOV. 13 | Jill Noreen | Snowmobile Suits/Lingerie |
| NOV. 27 | Sharon Moseler<br>William Hehli, Area Coord. | Expectant Parents<br>General VTAE Information |
| DEC. 11 | Yaja Mallory | Clothing III Knit & Stretch |
| DEC. 25 | Ardis Teegarden | Cake Decorating |
| JAN. 8 | Nancy Finder | Home Accessory Crafts |
| JAN. 22 | Dorothy Dale | Crocheting |
| FEB. 5 | Yaja Mallory | Men's Wear Knits |
| FEB. 19 | Beverly Spinti | Micro-Wave Ovens |

WATCH FOR US!

TO ALL HOMEMAKING STUDENTS

The Menomonie Vocational and Adult School is continuing to present a weekly television program LEARNING NEVER ENDS, with Lois Wohlfeil, Homemaking Coordinator, and a guest instructor giving an informative program about the course she teachers. The revised schedule for the following weeks is as follows:

5. Monday - December 4th - 10:30 Yaja Mallory - Men's Wear Knits
6. Monday - December 15th - 10:30 Ardis Teegarden - Cake Decorating I & II
7. Monday - December 18th - 10:30 Yaja Mallory - Clothing III - Knit & Stretch
8. Monday - January 8th - 9:30 Dorothy Dale - Crocheting I & II
9. Monday - January 15th - 10:30 Nancy Finder - Macrame
10. Monday - January 22nd - 9:30 Beverly Spinti - Micro-wave cooking

WATCH FOR US!!!

WVOX CHANNEL 7 - COM-TEL TELEVISION